

Green Nursery School

Leen Place, St Peters Street, NOTTINGHAM, NG7 3EN

Inspection date	29/09/2014
Previous inspection date	08/02/2010

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- Children receive the necessary support for their individual needs. This is because practitioners work sensitively with parents and value the support from other professionals. Overall, partnerships with parents and others is secure.
- Practitioners undertake regular training to update their knowledge and understanding of child protection procedures in order to protect children.
- Children form secure attachments with practitioners and have appropriate time to settle and then move on to their next stage in their learning smoothly.

It is not yet good because

- Risk assessment are not robustly completed by practitioners to ensure all hazards are minimised to children, with particular regard to the nettles in the outdoor play area.
- Practitioners knowledge and understanding of the importance of notifying Ofsted of significant events is not embedded.
- The monitoring of some practitioners performance is not robust to ensure their teaching skills and knowledge of the seven areas of learning are embedded in practice so all children consistently make good progress.
- The organisation of the outdoor play area is not maximised to capture children's interest to explore and investigate further, and children's health and safety is not always promoted consistently because of variable teaching skills.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector spoke with the owner, manager and practitioners at appropriate times throughout the inspection.
- The inspector observed children during activities indoors and outdoors.
- The inspector held a joint observation with the manager.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the providers self-evaluation and complaints records.
- The inspector looked at children's assessment records and a range of other documentation.

Inspector

Judith Rayner

Full report

Information about the setting

Green Nursery School was registered in 2002 and is on the Early Years Register and compulsory part of the Childcare Register. It operates from a purpose-built premises in the Radford area of Nottingham city and is privately owned. The nursery serves the local area and is accessible to all children. There are two areas available for outdoor play. The nursery school employs 10 members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 or level 3 and the owner holds Early Years Professional Status. The nursery opens Monday to Friday, all year round apart from Islamic religious festivals. Sessions are from 8am to 5.30pm and children attend for various session throughout the week. There are currently 30 children attending who are in the early years age group. The nursery provides funded early education for three and four-year-old children. The setting also supports children who have special educational needs and/or disabilities and a high number of children who speak English as an additional language.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure risk assessments are robustly implemented to ensure that children are not exposed to hazards, with particular regard to the nettles in the outdoor play area
- raise the standard of teaching across the nursery by improving and monitoring all practitioners teaching skills, and knowledge of the areas of learning, so all practitioners consistently support children to make good progress.

To further improve the quality of the early years provision the provider should:

- improve practitioners' knowledge and understanding of what events must be notified to Ofsted
- capture children's interests and encourage exploration and investigation further by maximising the use of resources in the outdoor play area
- maximise opportunities during activities and routines to teach children about the importance of keeping healthy and safe.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Some practitioners do not have a secure understanding of the seven areas of learning and the quality of teaching is variable, despite the fact that all practitioners hold a relevant childcare qualification. Overall, this has a negative impact as some children are not being as effectively supported in their learning and development. Consequently, not all children consistently make good progress. The manager and owner recognise this is an area for development but have not yet ensured that monitoring of practitioners' performance is robust enough to raise standards across the nursery. Practitioners do carefully observe children in their play and appropriately use information from parents, which helps them to plan relevant and pertinent play for each child. Practitioners understand the importance of gathering useful information from parents about their child and use this as a starting point to build upon children's interest and stage of development. Children's progress is recorded in their own development file, which is also regularly shared with parents, keeping them updated on their child's progress. The child's key person shares information with parents regarding their child's next steps and offers suggestions and ideas for parents to use to support their child's learning at home. Activities that are more structured help older children to concentrate and sit appropriately. This helps them in readiness for their move on to school.

Children enjoy outdoor play. For example, they confidently climb challenging apparatus and manoeuvre push-along and sit-in toy vehicles using their large physical skills well. Some children explore differing textures, such as sand and water. Practitioners sit with the children and warmly engage them in conversation but some opportunities are missed regarding extending children's learning. This is because some practitioners have weak teaching skills and do not ask open ended questions or encourage children to use their imaginative skills. Consequently, children's progress is not as rapid as it might be. Children demonstrate some mathematical skills. Practitioners sit on the floor with children helping them to count bricks and introducing children to number. However, some aspects of practitioners' knowledge of the seven areas of learning is not secure. For example, they do not extend children's learning about shape, space and measure as effectively. Younger children also enjoy outdoor play. They show interest in washing dolls and engage well in conversation with practitioners which enhances their language skills. For example, practitioners introduce new words, such as 'squishy' while children are squeezing sponges to wash the dolls. However, practitioners do not maximise the activity or opportunity for children to extend the activity. The manager recognises this and guides practitioners carefully to introduce more water, water carriers and cloths to the activity. Children immediately extend their own learning by washing push-along toys, parts of the fence and explore with water, tipping it and filling containers. They become absorbed in the play and willingly have a go and sustain interest. Practitioners recognise the further enjoyment that the children have and support them by providing more time for this activity so that they are not interrupted in their exploration.

Group times, such as story and singing time, work well. Practitioners engage children well because they positively encourage them to participate. For example, practitioners use

props as visual aids to help younger children understand the nursery rhymes. Practitioners understand the importance of gathering children's ideas on what song to sing next and help children take turns in such choices. This helps children develop their listening and attention skills as well as enhancing their confidence to talk in groups. Practitioners understand the importance of supporting children with English as an additional language. They talk to children in their first language and repeat the words and instructions in English. Furthermore, the use of signs and symbols, and writing in various languages in books and posters, helps children recognise that print has meaning which develops their overall communication skills. Practitioners recognise the importance of working closely with parents and other agencies to ensure children who require extra support are offered pertinent activities to support their learning. For example, practitioners ensure the area where less mobile children play, provides sufficient space for them to move around safely and that toys are accessible on the floor. To enhance and support children's next steps in their learning, practitioners provide push-along toys to children who are learning to walk.

The contribution of the early years provision to the well-being of children

Some risk assessments are not completed robustly which impacts on children's safety outdoors. Consequently, there is room to improve the way the nursery protects children from hazards. All children spend appropriate amounts of time outside. They enjoy exercising in the fresh air while having fun. Children have access to various challenging equipment to enhance their large muscle skills, such as fixed climbing apparatus. A sufficient number of practitioners hold current paediatric first-aid qualifications. This enables them to meet any minor accidents and children's medical needs swiftly, both on the premises or on any outings with children. Practitioners generally help children learn about keeping healthy and stay safe through daily tasks and activities because they oversee children's toileting, self-care routines and general care of the toys. However, because of variable teaching skills some practitioners do not always maximise these opportunities to help children learn about aspects of keeping healthy and safe. They do not always help children learn more about the importance of washing hands to promote their health, or encourage them to understand why tidying away the toys helps to prevent accidents. Snacks and main meals are healthy and adhere to children's individual dietary needs. Children sit well at the table and enjoy their meals, such as rice with lentils and salad followed by fresh fruit salad with a drink of water. Children's personal belongings, such as bottles are monitored to ensure they are returned as quickly as possible to parents.

Practitioners are kind, caring and treat each child with respect, valuing their uniqueness. Practitioners recognise different cultures and lifestyles and respect children's individuality well. They engage children effectively as they speak in English and the children's own first language to help them settle and participate in the activities. This helps children feel safe to explore and try new and challenging experiences. The key person works sensitively with the parents and provides appropriate activities and toys that the child enjoys playing with, which helps them settle. For example, as children show an interest in plastic bottle shakers, practitioners ensure these are easily accessible for children to enjoy. Consequently, they quickly become immersed in their play and settle happily at the nursery. Furthermore, practitioners understand and value the importance of gathering in-

depth information from parents from the start so children's individual needs are promptly met. They also maintain a positive approach to partnership working throughout the time the children are at the nursery. As a result, children are supported well emotionally when starting at the nursery and when moving on to the next stage in their learning and eventually on to school. Practitioners value the importance of linking with schools and share relevant information with the children's new teachers. This enables teachers to plan relevant activities for individual children. Children on the whole, despite some only recently starting, are settling well and becoming familiar with routines. Overall, children form secure attachments with practitioners and have appropriate time to settle and then move on to their next stage in their learning smoothly.

A welcoming and stimulating environment is presented to all children, parents and visitors. There is a good range of toys and resources indoors that support and enhance children's all-round development. These are attractively presented, age appropriate and easily accessible to help children make independent choices in their play. However, the organisation of the resources in the outdoor play area is not maximised to capture children's interest to explore and investigate further. Practitioners organise various structured groups suitably to ensure that all children participate in activities that are appropriate for supporting them further. For example, singing time in a group helps all children learn to take turns, socialise with their friends and enhance their language skills. Positive words of encouragement and praise are regularly used, which helps children feel good about themselves. Children learn to try things for themselves and develop confidence in their own abilities, which increases their desire to learn. Their overall behaviour is good.

The effectiveness of the leadership and management of the early years provision

This inspection took place following concerns being raised to Ofsted about the provider's response to a complaint that a child had received an injury while at the nursery. The inspection found that the complaints and accidents are dealt with appropriately. Injuries are dealt with effectively and practitioners supervision of children was appropriate. Practitioners adhere to the clear, well-written policies and procedures. They implement and maintain most of them well. For example, accident and incident records contain sufficient detail and parents signatures are also obtained quickly. Practitioners understand the importance of maintaining accurate records and ensure these remain on the premises at all times. Consequently, all documents are available for inspection, which also contributes to the generally smooth running of the nursery. All complaints records are held securely and issues are sensitively addressed with the complainant. From the information recorded in their complaint log, the provider followed the correct procedures. However, the inspection did highlight that the owner and manager's understanding of the importance of when to notify Ofsted of more comprehensive complaints and relevant events is not fully secure. The inspection also found that other aspects of safeguarding are not sufficient. Although the inside play areas are safe and secure, the outdoor area is not as well monitored. This is because practitioners do not robustly undertake risk assessments to ensure the area is free from hazards. For example, children have access to an area where nettles are growing and, as a result, may be stung by the plants. The

premises are secure and the main door is effectively monitored by suitable adults. Identification of all visitors is checked before admittance is allowed. All visitors and parents are supervised with the children because practitioners remain with the children at all times. Sleeping toddlers are closely supervised to ensure they are safe and quickly attended to should they wake up. Practitioners undertake regular child protection training to ensure they have a secure knowledge and understanding of what they need to do should they have any concerns regarding a child in their care. All practitioners have a Disclosure and Barring Service check in place to indicate their suitability to work with children. There are also clear procedures in place should there be concerns about the welfare of children and if any concerns are raised regarding the suitability of practitioners. Practitioners ensure ratios are met and deploy themselves well, ensuring they are able to supervise children at all times. For example, when children decide to play indoors or outdoors, practitioners move with the children to ensure they are supported in their play.

Practitioners work sensitively with parents, which helps to ensure that children receive the necessary support for their individual needs. For example, policies and procedures and general information about the nursery are shared with parents from the start. This helps parents understand the routines of the nursery and how the nursery operates to support their child. Practitioners gather useful information, pertinent to individual children, to help them settle more quickly. They keep parents updated with how their child is settling in. Flexible settling-in sessions are promoted to ensure the individual needs of all children and parents is met well. Additionally, practitioners speak various languages. This enhances communication with parents to ensure the needs of their children are clearly identified. Secure agreements are in place to support the ongoing and changing needs of their children. Parents spoken to value the good communication by practitioners. They state this helps them feel welcomed and listened to. Practitioners value children's and parents ideas and take account of their suggestions to make improvements. Good partnerships with external support networks are also well-embedded. Sensitive meetings are held with all those involved with the child to carefully plan and support individual children to enhance their all-round development. Practitioners work very closely with other agencies, such as the hearing impairment team, to help children make the best possible progress. Practitioners use signs and symbols well which enables children to have a voice when choosing and participating in activities, as well as ensuring practitioners are able to meet their personal needs.

The owner, manager and practitioners understand the importance of reflecting on the service that is offered and take action to improve outcomes for children. Recommendations made at the last inspection have been mostly addressed. For example, planning, observation and assessment systems have improved and parents are now regularly updated regarding their child's progress. However, the quality of teaching does not always ensure that children benefit from the improved planning. This is because some practitioners do not have a secure understanding of the seven areas of learning and some teaching skills are also variable. Despite all practitioners holding a recognised childcare qualification, their variable teaching skills and knowledge means not all children make good progress given their starting points. The manager is supported well by the owners which enables her to continue to discuss improvements and share ideas with the practitioner team during supervision and practitioners meetings. A sharper focus on driving up teaching skills is being considered as the manager recognises this as an area for

improvement. Consequently, the nursery demonstrates capacity for continuous development.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that all necessary measures are taken to minimise any identified risks (compulsory part of the Childcare Register)

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY396010
Local authority	Nottingham City
Inspection number	990732
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	40
Number of children on roll	30
Name of provider	Green Academy Trust Committee
Date of previous inspection	08/02/2010
Telephone number	0115 924 9613

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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